

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - BINJOUR PLATEAU SS

DATE OF AUDIT: 28 APRIL 2014



Background:

Bonjour Plateau SS was opened in 1913 and is located in the Central Queensland education region. The school has a current enrolment of approximately 21 students. Current Principal, Mr Andrew Goldie, was appointed to the position in 2009.

Commendations:

- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction achieved in the Department's annual School Opinion Survey (SOS).
- The school has adopted a class reward system for positive behaviour using wristbands. Students reaching the wristband target each term are invited to take part in a whole school reward. This incentive has been positively received by the school community.
- The Junior class have implemented the *Magic Five strategy: Sitting down, Legs crossed, Hands in laps, Lips sealed, Eyes on teacher*, to ensure students are focused on learning. These expectations are reviewed every morning, with short lessons focusing on further developing these expectations.
- Parents and Parents and Citizens' (P&C) Association representatives, discuss in detail the high level of communication that the school provides. They discuss, support and describe the detailed, structured routines that the Principal and school have in place.
- Each student has a weekly report sent home. This report outlines students behaviour, effort, reading level, learning targets and homework completion for that particular week.

Affirmations:

- The Principal has adopted *Glasser's, Choice Theory* approach when dealing with student behaviour. This approach is supported by staff members and the parent body.
- An effort and behavioural matrix is in place to assist judgement when reporting A-E achievement to parents.
- The school has a strong focus on teaching and learning which has resulted in a long term improvement in data.
- The school has minimal behavioural incidences and staff members can describe differentiated behaviour strategies that are in place to enable all students to focus on learning. The documentation of these strategies in daily/weekly planning will provide consistency in times of staff absence.
- Students describe the engaging learning environment that is provided by their teachers and speak of their enthusiasm to attend school each day. This is evidenced by the high levels of attendance the school has achieved over a number of years.

Recommendations:

- Clarify what are the schools positively stated school wide behaviour expectations ensuring that these expectations are visible throughout the school and readily identified by staff members and students.
- Formalise a process that provides opportunities to regularly review the data captured through both the current school reward processes and an introduced OneSchool data capture. Include this gathering and reviewing of data to a school data plan ensuring that minutes of behavioural meetings are recorded.
- Ensure that staff members are engaged in professional development around behaviour. Include this as part of the schools Professional Learning Plan and individual staff members Professional Development plans.
- Formalise, document and timetable the delivery of the explicit teaching of expected behaviours. This documentation will provide a platform for consistency across the school in terms of a clear understanding of expected behaviours.
- Explore opportunities for parents to participate or access training or information on behavioural support/positive parenting strategies.
- Ensure that all behaviour strategies and expectations, including reward and consequence processes, are formally documented and regularly reviewed, to enable smooth transition in times of leadership and staff turnover.